NATIONAL CONGRESS
Bulletin

MAY, 1940

NATIONAL CONGRESS OF PARENTS AND TEACHERS
600 South Michigan Boulevard Chicago, Illinois

Vol. 7 — No. 9

Dear Local President:

To thousands of parent-teacher associations the wide country over, the month of May brings new officers and new administrations. The eyes of the members turn to the future with all its possibilities of achievement and its sure promise of joy in our common work for children and young people. To many of us it means the close of our term of office. There are no words to express with completeness our gratitude for the privilege that has been ours. Life holds great and enduring satisfactions for all of us; one of them is the joy that comes from working with those who cherish and believe in and work for the things we love.

And now the months of our service together have slipped swiftly by, taking with them the full years. Your words of encouragement and your untiring effort; your faith, confidence, and vision during these years have never failed. To all of you I speak my abiding gratitude; to all of you I say an affectionate good-by.

Loyally yours,

Frances S. Pettengill

President
National Congress of Parents and Teachers

PANEL DISCUSSIONS AT OMAHA CONVENTION

"And the Pursuit of Happiness," the theme of the 44th Annual Convention of the National Congress of Parents and Teachers in Omaha, is being developed in panel discussions each afternoon from 2 to 4 o'clock, May 7, 8, and 9, as well as in addresses at morning and evening sessions.

"Foundations of Happiness" is the theme for the day on Tuesday, May 7. The afternoon panel discussion will be led by Robert Foster, Merrill-Palmer School, Detroit. Discussants are:

Grace Langdon, Family Life Education, Works Progress Administration, Washington, D. C.
Paul Witty, Professor of Education, Northwestern University, Evanston, Illinois
Ralph Ojemann, Associate Professor of Education, University of Iowa
May Pardee Youtz, Associate Professor of Education, University of Iowa
E. Ruth Pyrtle, former president, National Education Association

"The Achievement of Happiness" is the topic for Wednesday. The panel program, under the leadership of Robert Speer, Chairman of the Department of Elementary Education, New York University, is patterned along the lines of the seminar conference used at the World Congress on Education for Democracy. Panel members representing various interests and professions who will discuss and interchange their basic problems as they relate to the achievement of happiness are:

Economics: Frank P. Fogarty
Business: Mrs. Myrtle Mason
Labor: Mace Brown
Law: Raymond Crossman
Public Education: Belle M. Ryan
The Classroom: Ola Wickham
Education for Citizenship: S. Howard Evans

"Safeguards for Happiness" is being considered on Thursday. The afternoon panel discussion will present proposals growing out of the 1940 White House Conference on Children in a Democracy, under the leadership of Mrs. J. K. Pettengill. Discussants are:

The Reverend Thomas S. Bowdern, Dean of the Graduate School, Creighton University, Omaha
Harriet Daggett, Professor of Law, University of Louisiana
Edwin F. Daily, Children's Bureau, U. S. Department of Labor, Washington, D. C.
Coleman Woodbury, Chicago Housing Authority

MAY DAY— CHILD HEALTH DAY

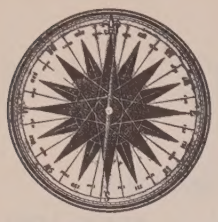
May Day—Child Health Day, 1940, is a milestone in the history of these celebrations. It comes in a year which opened with the White House Conference on Children in a Democracy, the latest in this series of decennial conferences for the review of children's needs and the formulation of recommendations looking toward their health and welfare.

President Roosevelt in his Child Health Day Proclamation this year has called upon the people of the United States to consider the recommendations for conserving the health of children made by the White House Conference on Children in a Democracy, and to take steps needed to strengthen and extend health protection and medical care for mothers and children in every community.

The President also calls upon the boys and girls of the Nation to note the gains in health they have made during the past year and to share in efforts to improve the health of children and of our whole population.

Parents and teachers everywhere will respond to the invitation to study the recommendations of the White House Conference on the subject of health and medical care for children, and will realize how important it is to protect the health of *all* children. This is a work in which every citizen can share.

With the splendid leadership being given by state, county, and city health departments and with the cooperation of citizens who realize what a healthy generation will mean to the future of their State, the 1940 celebration of May Day — Child Health Day will mark an important milestone in protection of the health of the Nation's children.



SIGNPOSTS AND GUIDES

Measuring Our Growth

ONE year ago, a statement of findings evolved from the discussions and deliberations of the National Convention was brought to the parent-teacher membership through its 27,000 local units. Its purpose was to suggest a basic platform upon which local units might build programs of activity and study to promote the "Freedom for Growth" of all children everywhere, as growth may be achieved through self-realization, satisfactory human relationships, economic effectiveness, and civic responsibility.

One by one, we have reviewed the findings. Month by month, our membership has explored the possibilities of applying those briefly stated principles to the home situation, the school situation, and the community situation as they are influenced by the parent-teacher program.

What has been the progress?

How many members of local parent-teacher units became acquainted with the findings, as issued in the September NATIONAL CONGRESS BULLETIN? To what extent were they discussed in local association programs? These are pertinent questions which we may well ask ourselves as we take observation to find our present status as it relates to the place we held, each in our own community, before the parent-teacher year began.

Under the caption of "Getting Under Way," the October BULLETIN carried a discussion of human characteristics indicating democratic behavior first at home, and later in school and in the community, illustrated by pertinent experiences of real family living.

"Wise parents . . . understand that democracy is in the last analysis more a matter of feelings and attitudes than of techniques." Hence parent-teacher units have been stimulated to build programs stressing the need for making democracy a reality, not only as a matter for civic responsibility, but in the actual conduct of home and school.

"Sharing in Progress," in the next issue, raised such questions as these: Does the local association make possible a clearer understanding of the school and its methods? Do the citizens of the community realize more fully their responsibility for the financial support of the school, and for equalized opportunity for all boys and girls? Is there recognition of existing conditions within the states and in the Nation which prevent equality in educational opportunity for all boys and girls — rural and urban? These questions emphasized the importance to the P.T.A. membership of home and school cooperation in making effective the objects and methods of the public school.

"Covenanting with Youth" contributed to an understanding of the economic and social problems which confront us today as parents and teachers of modern American youth. Setting forth opportunities for which society must be responsible, and some of the responsibilities which youth must accept, a plan was developed by means of which parent-teacher associations might contribute to the guidance of youth and might help to find a place for youth in the community in which he lives.

If youth accepts his responsibility in the "development of individual talents; the pursuit of worthwhile activities; and appreciation of the racial inheritance," homes must supply wise guidance, and the community must provide "competent leadership during the years of growth; assurance of contacts with the leaders of thought and action; training in the technics and obligations of leadership." This was the challenge presented to the parent-teacher association.

"Investing in Tomorrow" directed parent-teacher members to the problem of providing adequate training for youth for economic effectiveness and placement. Seven vital questions were discussed, as they represented the major problems of modern youth, with the purpose of urging alert communities to call into conference all of the agencies which might provide assistance in answering the questions.

These issues as stated by young people were offered for group discussion: What is there for me to do? What work am I fitted to do? How shall I choose my work? How and where can I be trained? How can I get started? How can I grow? If I lose my job, what shall I do?

As a result, local councils and committees were stimulated to take up individual situations. Youth and adults were inspired to pool their experiences, their skills, and their dreams in an attempt to open existing channels and to build new opportunities for the young people in their own home communities.

"Accepting Civic Responsibility" and "Facing Today's Issues," rounding out the year of study on the findings, presented fields of work to be undertaken by parent-teacher associations under state and national guidance and discussed those phases of education which cannot be completely effective in the lives of boys and girls unless shared by adults of the community. Utilization of the radio, printed material, motion pictures, discussion groups, and community forums as opportunities for adult sharing in educational experiences was urged for parent-teacher units everywhere.

Local units were encouraged to appraise the needs of their communities in terms of projects and programs which are offered by the national and state congresses as specific things to do which will effectively develop practical citizenship.

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Through this year's presentation of "Signposts and Guides," the NATIONAL CONGRESS BULLETIN has offered to each local unit, material which will serve as a basis for effective community enrichment; and has suggested means by which the objects of the National Congress may become working principles for the development of a democratic way of life.

PARENT-TEACHER ACTIVITIES

FOR *Promoting Democracy*

BULLETIN No. 2

The P. T. A.—Its Unique Function in a Democracy

FOREWORD

THE understanding of any portion of our "American tradition" depends upon a knowledge of its history. The public school system is no exception to this general observation. There are certain basic ideas and ideals underlying it which were built into its very foundations when the first schools were established in colonial days. Among these was a clear understanding that the concepts and practices of democracy made it vital that every citizen know how to read and write and to take his rightful place in the meetings by which local governments were run. "Democracy and education," "education for democracy," "democracy in education"—all these terms indicate how closely the American people have associated one with the other.

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PUBLIC EDUCATION IN THE UNITED STATES

THERE has never been another public school system which embraced "all the children of all the people" as ours does. Never before has a nation been willing to devote such a large portion of its income to its educational system—somewhere between two and three billions of dollars annually.

To us, schools are simply an accepted part of our democratic society. They are commonplace because they are universal, and we can hardly conceive of our country without them. Like so much that we take for granted, schools had a very small and humble origin.

To begin with, conditions in the colonies were not conducive to education. It was regarded as belonging to the well-to-do class which had time for it. Most people were concerned with other matters. There was land to clear, there were settlements to build and protect, and a precarious living to be coaxed out of a rough and rugged country. Ideas could not circulate freely because means of transportation and communication were wanting. The immediate necessities of life occupied such a large proportion of time that illiteracy was the general rule rather than the exception which it now is. Minimum physical wants had to be satisfied before intellectual activity could begin.

Schools were established quite early in the colonies, but not on a universal basis. Education was often connected with religious activities or reserved to the home. Institutions of higher learning were established for the preparation and training of professional people, notably ministers, lawyers, and doctors. Harvard in 1639 and William and Mary in 1693 are examples of this.

The development of this country has had great effect upon the present status of schools. As people moved westward they took with them the ideas of government with which they were familiar. Townships were organized as local units. Local school districts were set up, controlled by the people living within their boundaries. Lack of communication and transportation made this necessary.

As a consequence there are now many thousands of small local school units in the country, too small to afford good schools, yet bound by tradition and sometimes by politics from uniting into larger units with efficient administration, teaching personnel, and buildings. Aid to these local districts is being given by many states to equalize education in all sections of the state.

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SOME PROBLEMS IN EDUCATION

EDUCATION is a function of the state. State laws prescribe the length of the school year, the qualification of the teaching staff, the age limits of compulsory attendance, the subjects to be pursued, and often the books which shall be used. Recent studies have shown a great discrepancy in the amount of money which states can and do spend for the education of children within their borders. Now it is proposed that Federal aid be given to the various states to equalize educational opportunities between them just as states have given aid to districts within their boundaries to equalize education within the districts.

BULLETIN TITLES

I. Introduction

1. What Price Democracy?
2. The P.T.A. — Its Unique Function in a Democracy

II. The Foundation Stones of Democracy

3. The Intrinsic Worth of the Individual
4. Equality
5. The Bill of Rights
6. Social Responsibility
7. The Appeal to Reason
8. The Consent of the Governed
9. Intelligent Citizens

As with all new proposals, there is divided opinion on this. Some think that Federal aid is needed and that a system of grants should be devised and put into effect at once. Others are opposed and feel that Federal control must come with Federal aid, thus transgressing states' rights and taking control of the schools out of local hands where it has always resided.

Another very vital problem which we must determine just now is the type of education which our children shall have. Is it to consist of subjects, such as languages, mathematics, history, and others pointed largely toward preparation for further education, or is it to consist of as much of these as is needed to clearly understand and interpret the problems of daily living in the home, community, state, Nation, and internationally?

FURTHERMORE the home, the church, and the school have the task of preparing the citizens of the next generation for full participation in democratic living. There is little hope of training in democracy by autocratic methods, yet many schools and other institutions as well, are set up on an autocratic basis. To the extent that this is true, it is probable that these institutions are failing to do all that they can to produce the young citizens capable of understanding democratic procedure and of participating in democratic living.

Regardless of what problems face us, the simple truth remains that the American citizen sets great store on education. Our unique public school system testifies to that. It remains for us as parents and taxpayers, together with the help of the professional staff of our schools, to set down in simple, concrete terms the powers and abilities which we want the graduates of our school system to have, then to devise the most efficient methods of instilling those powers and abilities.

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THE COMMUNITY AND EDUCATION

THE public school system is organized and maintained by the public. By virtue of the fact that it is a public institution it reflects, to some degree, the ideals and desires of the public which maintains it. The live, alert community is apt to have schools of the same type. The run-down, sleepy community puts its unmistakable imprint on its schools. Since both the school and the community play a part in the education of young people it is clear that characteristics of both will be reflected by the public eventually. For example, the alert community has good schools. Both working together produce alert young citizens. They in turn see to it that the community and its schools keep abreast of the time and are properly equipped to continue the production of good citizens.

It is important that this be recognized. If we can see clearly the influences which make the child what he is, then we are in position to begin his real education by selecting or making the environment which is best designed to produce the desired results.

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THE HOME AND EDUCATION

IF ANY one agency were solely responsible for the education of young people the task would be simple. It would only be necessary to state specifically what was to be accomplished, then, to hold that single agency responsible for it. But, alas, that is not the case. Experiences are gotten from a variety of sources, each contributing its share to make the child what he is.

Schools furnish only part of the education of any child. Other agencies are involved, many of them with stronger influence than the schools alone can exert. Among these are the family, the home, the church, the neighborhood, the community, companions, radio, movies, books, magazines, and so on. All play their part in directing the thinking of the child, in forming his ideas and ideals, in setting his habits, and, generally, in molding him into the type of individual which he is and will be.

OF ALL these, probably the home is the major single agency. Children quite unconsciously imitate those with whom they are most intimate — the parents, members of the family, the household with which they are in daily contact. Any person who works with children knows that the child's response to most situations is influenced by the reactions to the same situations of those whom he knows best. If the parents are calm and analytical, the child is very apt to be so, too. If the home exemplifies true democratic living, the child is apt to respond in the same way in his daily living with others. If the home has prejudices, then the child will very likely exhibit the same prejudices.

This, indicates clearly and precisely the method by which the child may be trained in the exact pattern that we would have him follow. If we want an individual trained in all those virtues which are so necessary in true democracy, then we must see to it that the home exemplifies them in every possible way. So with ideals, truth, honesty, kindness — all the other attributes that are personally and socially desirable.

THE HOME has another most important function in the training of children, that of helping them to interpret their experiences; of helping them to chose out of their experiences those parts which are worth while and valuable and of discarding those which do not contribute to the everlasting values that go to make up the good life. This is the reason why it is so necessary for parents to maintain the confidence of their children, that they may guide and help them put in proper perspective the incidents which may seem to older persons so trivial, yet which seem so very important to children whose experience has not yet given them the ability to understand and interpret correctly.

Religion, particularly, is a good illustration of this. By tradition, by dogma, by symbolism there has been built up a creed that the child with his limited experience finds it difficult to understand in terms of the practical world in which he lives. The child can understand fine daily living under this particular creed and will participate willingly in it. By gradual maturity he comes eventually to understand it and to accept its symbolism. In the meantime, by constant practice he has become its devotee. He reached it, though, not by ritual, but by the practical living of it. In this simple precept lies the foundation of all true education and a clear indication of the part which the home plays in it.

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THE PURPOSES OF THE P. T. A.

FROM personal experience every parent knows that the task of adequately rearing and training children is complex. By evolution and tradition, the home and the church play most important roles; public schools have

been established to aid in the task. As the demands upon all of these institutions have increased and as the situation in which they operate has become less simple, the need for parental understanding has grown greater. Not only is it necessary for the individual parents to understand the importance of education; it becomes increasingly necessary that they join with others in arriving at a common understanding and in taking such joint action as will insure concentration of effort.

For this purpose the P.T.A. is established. The possibilities which it possesses are limited only by the leadership, ingenuity, initiative, and common sense of its members. No better statement of its purposes can be made than that set forth in the pages of *Schools for Democracy:*

"The purpose of the parent-teacher organization is threefold: to know the child through child study and parent education; to cooperate with the schools and other educational agencies in his training through shared participation with teachers and educators; and to control and balance his environment through the development of public opinion and civic activity . . . .

"The first obligation of the local parent-teacher association is to make it possible for its own school adequately to serve the children, youth, and adults within its own area. This involves the promotion of a well-balanced and comprehensive program for securing and maintaining good school equipment, well-trained teachers, and an enriched curriculum. In no way does it imply interference with school administration; rather, it calls for intelligent support of the school system.

"The second significant duty of the local association is to give to the individual in its membership and in its community those opportunities for growth along educational and cultural lines which are made possible because of its close and cooperative relationship with the educational system. The local association may well take as one of its important goals the creation of an interest in the development, improvement, and extension of adult education, particularly its parent education phases.

"The third and important concern of the local association is the well-being of the immediate community which is touched and shaped by the individual school. True progress in the neighborhood or large community is dependent upon intelligent cooperation between educational forces and citizens in general. Neither group may forge far ahead and leave the other far behind if the local community is to be made a better place in which to live and rear children.

"And finally in this brief list of values is the fourth responsibility of the local association — to help solve the broad problems which now confront education in a democracy. In the understanding and the handling of the pressing issues which center around the individual school and the individual school system, is found the pattern for the eventual fulfilling of the purposes of education in our democracy."

The foundation outlined here is broad enough and firm enough to support any structure that may be erected upon it. Within its limits the local P.T.A. can find enough worthwhile work to occupy its full time and attention for years on end.

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THE UNIQUE FUNCTION OF THE P.T.A.

NO OTHER organization in our democracy is so strategically situated as this one to see that all of the factors having to do with a child's education work to the same purpose. If there are situations in the community that are not calculated to give the proper opportunity for child growth, then as citizens of that community the members of the P.T.A. are in position to study them and make the necessary changes. If proper facilities are lacking, then as citizens and taxpayers the members may make the necessary studies and join with other organizations in providing them.

P.T.A. members with the help of the school staff are in excellent position to study the needs of the community for vocational education, adult education, parent education, recreation, kindergartens, etc., and to plan a long term program that will build outstanding school systems in progressive communities.

Individual members who will earnestly engage in the study and betterment of their schools and community will benefit themselves for they will find that they can speak with authority, act with confidence and vote with intelligence. The actual practice of democracy which must prevail when a large group meets to discuss common problems and to arrive at a plan of action makes clear the procedure by which young people must learn how democracy functions.

We all accept the fact that education and the public school system of this country are necessary for the maintenance of our form of government. As the friend of education and the coordinator of the educational agencies in the community the P.T.A. has a function to perform in a democracy that can be fulfilled by no other organization.

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CONCLUSION

EDUCATION, in the sense that it is learning, is never-ending. Living and learning are the same. One of the most important outcomes of living and learning is an understanding of and the ability to participate in a society founded on democratic principle. Every agency concerned with education must be firmly committed to this.

To promote an understanding of education and to cooperate in all phases of it the P.T.A. has been established. As guide, mentor, and helpful assistant to all agencies having to do with education, the P.T.A. serves a unique function in a democracy.

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Suggested Activities

1. *Get a couple of good histories of education. (Several are mentioned on page 221 of the National Congress publication, Schools for Democracy.) See how gradual has been the evolution of our school system. Note particularly how periods of stress and strain, economic and political, have speeded up or slowed down the changes.*

2. *As a group, try to state a definition of education that all can agree with. This will require much discussion to clarify different viewpoints.*

3. *Make a list of the things which you believe a well-educated person should possess. These will probably include knowledge, power, ability, ideas and ideals, character, ability to get along with others, to earn one's living, etc.*

4. *With this list in mind, name all the agencies in the home and community that contribute. Consider the part that many things play which are not commonly considered as education, such as books, radio, movies, newspapers, magazines, recreation.*

5. *Make a chart which will show the various influences that have played a part in the life of a child of, say, ten years. Show the hours in each year, as well as you can judge, spent in sleep, with the family, at church, in school, at scouts, and at play. Which plays the most important part? Must not the home be the common denominator of all this?*

6. *Naturally you want your children to live in and participate in democracy and democratic living. How can you best train them in this and for this? Can this best be done in terms of specific and definite activities?*

7. *What training in democratic procedures are your children getting at home, at school, in the community? Is this training given with a definite goal in mind or is it given in the hope that it may produce the type of individual you want?*

8. *What is your local P.T.A. doing to give you a better understanding of child life and development? Are its procedures thoroughly democratic? What are its strengths? Its weaknesses?*

9. *What assistance would you like from your state P.T.A. and from the National in your study of this whole area that is not now available? Be specific.*

10. *Is the relationship of the P.T.A. and the school authorities based on democratic understanding and procedure? Is there a real attempt to understand each other's viewpoints and problems? Can you devise a democratic method that will react to the common good of all the children?*

11. *In what ways do the children themselves participate with you and the school authorities in making and devising methods for a real education in democratic principles and procedures? Can they ever attain full realization of these without opportunity to practice them under the symphathetic guidance of competent parents and teachers?*

Sources of Study Material

1. National Congress of Parents and Teachers, Chicago. *Schools for Democracy.*

   Compiled by Charl O. Williams and Frank W. Hubbard. 25c. See particularly, Chap. II, p. 26, and Chap. XIII, p. 188.

   Questions for Discussion and Suggested Readings on Chap. II and Chap. XIII found in the Study Guide, pp. 220 and 236, respectively, in this same volume, are very helpful.

2. Educational Policies Commission, 1201 — 16th Street, N.W., Washington, D. C.

   The Structure and Administration of Education in American Democracy. 50c.

   A concise statement of the underlying structure and principles of our educational system.

   The Unique Function of Education in American Democracy. 50c.

   Traces development of education from early days to present and discusses the functions that present-day education must fulfill.

   The Purposes of Education in American Democracy. 50c.

   What schools ought to try to accomplish and what needs to be done if these purposes are to be realized.

   Education and Economic Well-being in American Democracy. 50c.

   A discussion of the interdependence of education and economic well-being.

3. National Congress and the State Congress Publications.

   National Parent-Teacher. $1.00 per year. Every issue contains pertinent articles.

   There is much fine material available from these sources. You must be the judge of that which fits your situation best. A list of material can be obtained by addressing your state office or the National Office, 600 South Michigan Boulevard, Chicago.

4. American Library Association, Chicago. *Democracy: a Reading List.* This was given full mention in the first bulletin of this series. Note particularly the books listed under "Education" on page 65.

5. McGraw-Hill Series in Education, '39. $2.50.

   Education for Democracy in Our Time, Newlon, Jesse H.

6. *Readers Digest*—published by The Reader's Digest Association, Inc. Pleasantville, N. Y.

   "America Unlimited" William Hard, Sept. '39.

   "Labor and National Unity," William Hard, Nov. '39.

   "Adventures in Industrial Citizenship," William Hard, March '40.

National Parent-Teacher

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Current material on promoting democracy is published monthly in the *NATIONAL PARENT-TEACHER,* official magazine of the National Congress of Parents and Teachers.

- *Loyalty to Democracy*
  Alexander J. Stoddard, August-September, 1939.
- *Our Articles of Faith*
  George S. Counts, October, 1939.
- *My Brother's Keeper*
  Ivan R. Waterman, October, 1939.
- *Editorial*
  Frank P. Graham, November, 1939.
- *Mr. Citizen Weighs the Law*
  Ralph F. Fuchs, February, 1940.
- *Children in a Democracy*
  Mrs. J. K. Pettengill, March, 1940.
- *Conversation on Citizenship*
  G. L. Maxwell, April, 1940.
- *So Are Citizens Educated*
  William G. Carr, May, 1940.
- *The Family As the Threshold of Democracy*
  Arnold Gesell, May, 1940.

THROUGH THE YEAR WITH THE P.T.A.

Members Face Living Issues

BEING a parent-teacher member is a real, vital experience. There is something heart warming in the knowledge that as a parent-teacher member one is a part of a great organization which is dedicated to the conservation of childhood, making a reality the dream of better environment for children everywhere. Many lives have been enriched by the stimulus of the parent-teacher organization, for it has given opportunity to countless men and women to work toward the attaining of the best and the finest of ideals.

Each individual member has the opportunity of dealing with living issues, a process in which each member with his particular bent thinks through and acts upon matters of vital concern with his fellow members. Being a parent-teacher member signifies belonging to a group that has faith in people, in their ability to work out solutions for their own problems and in their capacity to grow and adapt themselves to social change. It provides the stimulation that comes from contact with people and thus permits each individual a chance to enrich his background, increase his interest, and widen his vision. Being a member offers an opportunity to engage in critical thinking and experimental attitudes — to judge, to analyze, and to improve community conditions in the light of the experiences of other communities. Being a parent-teacher member means helping to preserve our most coveted possession, our democratic form of government, not only through making us aware of our citizenship, but through the practice of democratic processes which is possible within the structure of the organization.

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Mrs. M. D. Wilkinson, Mrs. Fred M. Raymond

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Membership in a parent-teacher association offers opportunity to the parent better to evaluate the child and his progress through the contacts made with teachers and with the parents of other children. It enables parents to be aware of the child's needs and of what is involved in fulfilling those needs. Horizons become larger, vision more clear. The parent-teacher association advances its purpose by helping fathers and mothers to see their children as a part of the oncoming generation and to work toward making that oncoming generation a happy and useful citizenry, devoted to the democratic way of life.

Membership in the parent-teacher organization brings to the teacher the realization that the teacher is not going forward alone but is one of a host of members working for better advantages for children in their homes, their community, their state, and even in the Nation. The breadth and depth of the parent-teacher program help to steer the teacher clear of narrowness of thought and action, for they keep the teacher alert concerning the health and welfare not only of his own pupils but of youth all over the country.

There was a time, not so long ago, when there was no means by which the home and the school could come together in a warm and close relationship. Today, the parent-teacher association provides a natural and proper setting for the parent and teacher to get together, a setting in which each can interpret his part in the child's life.

Through the parent-teacher association the member's understanding of children and of parent-child relationships is advancing, erasing the lines which in the past have been drawn between education in the home and education in the school. Through the parent-teacher association the parents and teachers in the community get together to discuss those problems involved in community living. These intimate contacts offer the members an opportunity to find a place in the community, to take part in local activities, and to make their own contributions.

From the parent-teacher association both parents and teachers gain a broader, higher vision of the standards of home life and a more tolerant attitude toward people of all faiths and beliefs. They gain also a feeling of brotherhood and sympathy knowing that throughout the land other parents and teachers are working together to unravel the tangled skein of causes which influence children and youth, and to understand how their education and happiness, desired by both, may be attained.

The parent-teacher program is a vast one, far-flung through county, state, and Nation. It necessitates close organization of members in local associations, state branches, and finally in the National Congress of Parents and Teachers itself.

SERVICES and contacts to the local from the National Congress include:

The National Membership Card, carrying a statement of the Objects

The monthly NATIONAL CONGRESS BULLETIN, containing current information about the Congress

The *National Parent-Teacher* magazine, interpreting the parent-teacher movement

The *Parent-Teacher Manual, Parent-Teacher Guidebook,* and other free publications

Promotion of the observance of Founders Day

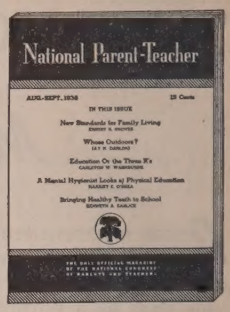
Direction of the nationwide child health project — the Summer Round-Up of the Children

The National Congress Convention program, built to meet the needs of local units

The National Congress assists parent-teacher associations in setting up objectives which are dynamic and meaningful, in terms of local situations. All parent-teacher activities grow out of local needs and interests; no program is superimposed by the National organization. Though each local Congress unit is an autonomous group, making rules for the transaction of its own business, and for the admission of members, stability is assured by adherence to fundamental principles and policies growing out of the experience of the National Congress.

NATIONAL PARENT-TEACHER

News About Our Magazine



THERE are times when it is difficult for local leaders to convince parents and teachers of the value and importance of parent-teacher work — times when there is need of something tangible, something *telling* to place in their hands. When faced with such a problem, have you ever considered giving the person who is still skeptical about it all a copy of the *National Parent-Teacher* to read? Try it. You may be amazed at the difference it will make. And the reason is this: The *National Parent-Teacher, the official magazine of the National Congress of Parents and Teachers,* deals with questions and issues which are of paramount concern to parents and teachers, and deals with them in terms of *parent-teacher* action and interest. It is a symbol of the stability and integrity of purpose of the parent-teacher organization.

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TAKE for example the March 1940 issue — a typical number. The reader learns immediately what the purposes of the organization are, since they are stated in the Objects on the inside front cover. The Directory of the National Board of Managers on the inside back cover shows that the organization is national in scope, with branches in 48 states and in Hawaii. A glance at the standing committees gives a good idea of the subjects which form the background of parent-teacher programs and activities.

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THE inspirational Message of the national president is oftentimes directional in thought, and gives a feeling of parent-teacher unity, of parent-teacher effectiveness. Written for individuals who make up the membership of the National Congress of Parents and Teachers, it points the way to service for childhood and youth through participation in the work of the parent-teacher association. It stimulates those who are already active workers and leaders, and challenges the interest of those who have not yet become members of the P.T.A.

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"PROJECTS and Purposes," a feature devoted to a history of the origin and development of the work of the Congress, shows how leader after leader and administration after administration, with courage and foresight, took advantage of the unparalleled opportunity of the parent-teacher movement to promote the welfare and education of children.

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THE page entitled "As Told by Our National Chairmen" has a direct relationship to the activities carried on by local groups. It introduces the reader to one of the great foundation stones of the parent-teacher organization — the pooling of viewpoints and experiences, so that through cooperative thinking and planning, P.T.A. programs may be made more interesting and effective.

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THE parent-teacher study course article in the series on "American Youth," and its accompanying outline for the use of individuals and groups, is directed by a national chairman. The authors of the articles are men and women who are specialists in the fields of parent and adult education. The presence of such a course in the Magazine may arouse in the reader a sense of personal responsibility in the matter of helping boys and girls to solve their cultural, social, and economic problems. Having read the articles in the *National Parent-Teacher,* the reader turns quite naturally to the local parent-teacher group as the most likely place in which to find them discussed and considered.

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SO FAR, all of the articles and features mentioned have very definite and direct parent-teacher implications. But there are other articles and other features of wide-range interest which may be even more deeply significant to the prospective member. Articles such as:

- *Economic Security for Family Living*
- *What It Means to Grow Up*
- *Youth and the Pursuit of Happiness*
- *Housing — Our Next Big Task*
- *Can We Educate Children for Peace?*
- *More Than a Job*

One of these articles raises a question of major importance to all parents and teachers: Can we by thoughtful planning and effort provide an opportunity for every child to find a place among his fellows, to become self-supporting, to utilize and share in the good things of life, and to gain the self-reliance essential to happiness? Another discusses the problem of how adults can give children a feeling of courage and security in a world torn with war and conflict. Still another discusses one of the fundamental aspects of economic life — the provision of food, clothing, shelter, health, and a home life which will mean for the child, education, happiness, and character-building.

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THIS material will go a long way in convincing the reader that the Congress is vitally alive and alert to the issues of the day which affect the happiness, security, and success of millions of boys and girls. The fact that these issues are discussed in the official magazine will give the reader a feeling that not only is the Congress aware of them, but it is trying to do something about them.

As the prospective member reads through the March issue he will acquire a deeper understanding of what is involved in parent-teacher work. He will be impressed by the character of the Magazine — its rugged simplicity, its editorial stamina, its sincerity of purpose. He will see that it combines the timely interest of a monthly publication with the value of a reference work. He will realize that only a great organization expressing a great movement could develop and sustain such a publication.

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THE *National Parent-Teacher* as the official magazine of the National Congress of Parents and Teachers promotes the development and makes plain the deep-lined principles of the parent-teacher organization. Given an opportunity, it will do its share toward building fine parent-teacher relationships to the end that "All who deal with children may know them, and knowing them may love them, and loving them may deal wisely and intelligently with them."